

1 Develop and apply skills and strategies to the reading process				
	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A	Demonstrate basic concepts of print.	Demonstrate basic concepts of print.	Demonstrate basic concepts of print.	Demonstrate basic concepts of print.
	<div>Print Concepts</div> <div><p><b>RD1.1.</b> Attend to literacy-based materials.</p><p><b>RD1.2.</b> Understand print tells story by attending to and/or reading story.</p><p><b>RD1.3.</b> Match objects to like objects.</p><p><b>RD1.4.</b> Match objects to photographs of like objects.</p><p><b>RD1.5.</b> Match objects to symbols (line drawings) of like objects.</p><p><b>RD1.6.</b> Match objects to words.</p><p><b>RD1.7.</b> Understand that a string of letters may represent words (print awareness).</p><p><b>RD1.8.</b> Match letter to letter.</p><p><b>RD1.9.</b> Match word to word.</p><p><b>RD1.13.</b> Understand directionality front to back, top to bottom, and left to right.</p><p><b>RD1.15.</b> Understand concept of title and/or know where title is located.</p><p>Demonstrate understanding of letter concepts.</p><p><b>RD1.17.</b> Identify uppercase and lowercase letters.</p><p><b>RD1.18.</b> Understand the need for spaces between words.</p></div>	<div><p><b>RD1.1.</b> Attend to literacy-based materials.</p><p><b>RD1.2.</b> Understand print tells story by attending to and/or reading story.</p><p><b>RD1.3.</b> Match objects to like objects.</p><p><b>RD1.4.</b> Match objects to photographs of like objects.</p><p><b>RD1.5.</b> Match objects to symbols (line drawings) of like objects.</p><p><b>RD1.6.</b> Match objects to words.</p><p><b>RD1.7.</b> Understand that a string of letters may represent words (print awareness).</p><p><b>RD1.8.</b> Match letter to letter.</p><p><b>RD1.9.</b> Match word to word.</p><p><b>RD1.10.</b> Match pictures to printed words to show printed words represent objects or pictures of object.</p><p><b>RD1.11.</b> Distinguish text from pictures.</p><p><b>RD1.12.</b> Illustrate words, caption pictures, act out words or sentences to show printed words represent objects.</p><p><b>RD1.13.</b> Understand directionality front to back, top to bottom, and left to right.</p><p><b>RD1.14.</b> Identify the author.</p><p><b>RD1.15.</b> Understand concept of title and/or know where title is located.</p><p>Demonstrate understanding of letter concepts.</p><p><b>RD1.17.</b> Identify uppercase and lowercase letters.</p><p><b>RD1.18.</b> Understand the need for spaces between words.</p></div>	<div><p><b>RD1.1.</b> Attend to literacy-based materials.</p><p><b>RD1.2.</b> Understand print tells story by attending to and/or reading story.</p><p><b>RD1.3.</b> Match objects to like objects.</p><p><b>RD1.4.</b> Match objects to photographs of like objects.</p><p><b>RD1.5.</b> Match objects to symbols (line drawings) of like objects.</p><p><b>RD1.6.</b> Match objects to words.</p><p><b>RD1.7.</b> Understand that a string of letters may represent words (print awareness).</p><p><b>RD1.8.</b> Match letter to letter.</p><p><b>RD1.9.</b> Match word to word.</p><p><b>RD1.10.</b> Match pictures to printed words to show printed words represent objects or pictures of object.</p><p><b>RD1.11.</b> Distinguish text from pictures.</p><p><b>RD1.12.</b> Illustrate words, caption pictures, act out words or sentences to show printed words represent objects.</p><p><b>RD1.13.</b> Understand directionality front to back, top to bottom, and left to right.</p><p><b>RD1.14.</b> Identify the author.</p><p><b>RD1.15.</b> Understand concept of title and know where title is located.</p><p><b>RD1.16.</b> Understand punctuation has meaning.</p><p>Demonstrate understanding of letter concepts.</p><p><b>RD1.17.</b> Identify uppercase and lowercase letters.</p><p><b>RD1.18.</b> Understand the need for spaces between words.</p></div>	<div><p><b>RD1.1.</b> Attend to literacy-based materials.</p><p><b>RD1.2.</b> Understand print tells story by attending to and/or reading story.</p><p><b>RD1.3.</b> Match objects to like objects.</p><p><b>RD1.4.</b> Match objects to photographs of like objects.</p><p><b>RD1.5.</b> Match objects to symbols (line drawings) of like objects.</p><p><b>RD1.6.</b> Match objects to words.</p><p><b>RD1.7.</b> Understand that a string of letters may represent words (print awareness).</p><p><b>RD1.8.</b> Match letter to letter.</p><p><b>RD1.9.</b> Match word to word.</p><p><b>RD1.10.</b> Match pictures to printed words to show printed words represent objects or pictures of object.</p><p><b>RD1.11.</b> Distinguish text from pictures.</p><p><b>RD1.12.</b> Illustrate words, caption pictures, act out words or sentences to show printed words represent objects.</p><p><b>RD1.13.</b> Understand directionality front to back, top to bottom, and left to right.</p><p><b>RD1.14.</b> Identify the author.</p><p><b>RD1.15.</b> Understand concept of title and know where title is located.</p><p><b>RD1.16.</b> Understand punctuation has meaning.</p><p>Demonstrate understanding of letter concepts.</p><p><b>RD1.17.</b> Identify uppercase and lowercase letters.</p><p><b>RD1.18.</b> Understand the need for spaces between words.</p></div>
ST	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6
FR	I 1a, K-4	I 1a, K-4	I 1a, K-4	I 1a, K-4

1 Develop and apply skills and strategies to the reading process - - continued				
B	Discriminate sounds in words to achieve phonemic awareness.		Discriminate sounds in words to achieve phonemic awareness.	
	RD2.1. Attend purposefully to reading of words or pictures/symbols/objects/actions.		RD2.1. Attend purposefully to reading of words or pictures/symbols/objects/actions.	
	RD2.2. Discriminate initial sounds of single-syllable words.		RD2.2. Discriminate initial sounds of single-syllable words.	
	RD2.3. Discriminate final sounds of single-syllable words.		RD2.3. Discriminate final sounds of single-syllable words.	
	RD2.6. Differentiate phonemes of single-syllable words.		RD2.6. Differentiate phonemes of single-syllable words.	
Phonemic Awareness	RD2.7. Recognize rhyming words in spoken language.		RD2.7. Recognize rhyming words in spoken language.	
	RD2.8. Imitate inflections/sounds/rhythm patterns.		RD2.8. Imitate inflections/sounds/rhythm patterns.	
	RD2.9. Produce rhyming words in spoken language.		RD2.9. Produce rhyming words in spoken language.	
	RD2.4. Orally blend sounds to form words using onset and rime.		RD2.4. Orally blend sounds to form words using onset and rime.	
	RD2.5. Replace onset and rime to form new words.		RD2.5. Replace onset and rime to form new words.	
ST	CA 2, 3 1.5, 1.6		CA 2, 3 1.5, 1.6	
	I 1b, K-4		I 1b, K-4	
	CA 2, 3 1.5, 1.6		CA 2, 3 1.5, 1.6	
	I 1b, K-4		I 1b, K-4	
	CA 2, 3 1.5, 1.6		CA 2, 3 1.5, 1.6	
FR	I 1b, K-4		I 1b, K-4	
	CA 2, 3 1.5, 1.6		CA 2, 3 1.5, 1.6	
	I 1b, K-4		I 1b, K-4	
	CA 2, 3 1.5, 1.6		CA 2, 3 1.5, 1.6	
	I 1b, K-4		I 1b, K-4	

1 Develop and apply skills and strategies to the reading process - - continued									
C	Develop phonics knowledge (to lead to automaticity).		Develop phonics knowledge (to lead to automaticity).		Develop phonics knowledge (to lead to automaticity).			Develop phonics knowledge (to lead to automaticity).	
	<b>RD3.1.</b> Demonstrate letter/sound relationships (individual letters and letter clusters).		<b>RD3.1.</b> Demonstrate letter/sound relationships (individual letters and letter clusters).		<b>RD3.1.</b> Demonstrate letter/sound relationships (individual letters and letter clusters).			<b>RD3.1.</b> Demonstrate letter/sound relationships (individual letters and letter clusters).	
	<b>RD3.2.</b> Use letter/sound association to read simple words.		<b>RD3.2.</b> Use letter/sound association to read simple words.		<b>RD3.2.</b> Use letter/sound association to read simple words.			<b>RD3.2.</b> Use letter/sound association to read simple words.	
			<b>RD3.3.</b> Use onset to decode unknown words.		<b>RD3.3.</b> Use onset to decode unknown words.			<b>RD3.3.</b> Use onset to decode unknown words.	
			<b>RD3.4.</b> Use rime to decode unknown words.		<b>RD3.4.</b> Use rime to decode unknown words.			<b>RD3.4.</b> Use rime to decode unknown words.	
Phonics			<b>RD3.5.</b> Attach sounds to groups of letter patterns.		<b>RD3.5.</b> Attach sounds to groups of letter patterns.			<b>RD3.5.</b> Attach sounds to groups of letter patterns.	
			<b>RD3.6.</b> Blend sounds from string of separate syllables.		<b>RD3.6.</b> Blend sounds from string of separate syllables.			<b>RD3.6.</b> Blend sounds from string of separate syllables.	
			<b>RD3.7.</b> Recognize consonant digraphs.		<b>RD3.7.</b> Recognize consonant digraphs.			<b>RD3.7.</b> Recognize consonant digraphs.	
			<b>RD3.8.</b> Use invented spelling to demonstrate understanding of some word sounds.		<b>RD3.8.</b> Use invented spelling to demonstrate understanding of some word sounds.			<b>RD3.8.</b> Use invented spelling to demonstrate understanding of some word sounds.	
			<b>RD3.10.</b> Use word patterns to decode unknown words.		<b>RD3.9.</b> Demonstrate conceptual understanding of common prefixes (e.g., tie/un-tie).			<b>RD3.9.</b> Demonstrate conceptual understanding of common prefixes (e.g., tie/un-tie).	
			a. compound words		<b>RD3.10.</b> Use word patterns to decode unknown words.			<b>RD3.10.</b> Use word patterns to decode unknown words.	
					a. compound words			a. compound words	
					b. short vowels			b. short vowels	
					c. long vowel silent e			c. long vowel silent e	
					d. vowel pairs			d. vowel pairs	
					e. diphthongs			e. diphthongs	
					f. inflectional endings			f. inflectional endings	
					<b>RD3.11.</b> Demonstrate conceptual understanding of common suffixes.			<b>RD3.11.</b> Demonstrate conceptual understanding of common suffixes.	
ST	CA 2, 3 1.6		CA 2, 3 1.6		CA 2, 3 1.6			CA 2, 3 1.6	
FR	I 1a & e, II 2h, K-4		I 1a & e, II 2h, K-4	I 1a & e, II 2h, K-4	I 1a & e, II 2h, K-4	I 1a & e, II 2h, K-4	I 1a & e, II 2h, K-4	I 1a & e, II 2h, K-4	I 1a & e, II 2h, K-4

1 Develop and apply skills and strategies to the reading process - - continued				
	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
<b>D</b>	Read simple text (words/pictures/symbols/objects/actions)	Read simple text (words/pictures/symbols/objects/actions)	Read simple text (words/pictures/symbols/objects/actions)	Read simple text (words/pictures/symbols/objects/actions)
<b>Fluency</b>	<b>RD4.1.</b> containing a small bank of high-frequency words. <b>RD4.2.</b> consisting of environmental print.	<b>RD4.1.</b> containing a small bank of high-frequency words. <b>RD4.2.</b> consisting of environmental print. <b>RD4.6.</b> applying rate for reading based on purpose.	<b>RD4.1.</b> containing a small bank of high-frequency words. <b>RD4.2.</b> consisting of environmental print. <b>RD4.3.</b> developing automaticity of an increasing core of high-frequency words. <b>RD4.4.</b> using intonation/appropriate phrasing and expression. <b>RD4.5.</b> acknowledging punctuation by pauses or intonation. <b>RD4.6.</b> applying a rate for reading based on purpose.	<b>RD4.1.</b> containing a small bank of high-frequency words. <b>RD4.2.</b> consisting of environmental print. <b>RD4.3.</b> developing automaticity of an increasing core of high-frequency words. <b>RD4.4.</b> using intonation/appropriate phrasing and expression. <b>RD4.5.</b> acknowledging punctuation by pauses or intonation. <b>RD4.6.</b> applying a rate for reading based on purpose.
<b>ST</b>	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5
<b>FR</b>	I 1c, & e, 6d, K-4	I 1c, & e, 6d, K-4	I 1c, & e, 6d, K-4	I 1c, & e, 6d, K-4
<b>E</b>	Develop vocabulary by listening to and discussing unknown words in stories and in the environment.	Develop vocabulary by listening to, discussing, <b>and/or through the use of text</b> unknown words in stories, the environment, <b>and direct instruction</b> .	Develop vocabulary by listening to, discussing, and/or through the use of text unknown words in stories, the environment, and direct instruction.	Develop vocabulary by listening to, discussing, and/or through the use of text unknown words in stories, the environment, and direct instruction.
<b>Vocabulary</b>	<b>RD5.3.</b> Develop a store of key words (words/pictures/symbols/objects/actions) (words with personal meaning, e.g., mother, father, car, dog, cat, brother, sister).	<b>RD5.3.</b> Develop a store of key words (words/pictures/symbols/objects/actions) (words with personal meaning, <b>including environmental print</b> ; e.g., mother, father, car, dog, cat, brother, sister). <b>RD5.4.</b> Know several pairs of high-frequency synonyms and antonyms (e.g., up/down, hot/cold, small/little). <b>RD5.6.</b> Use context clues to predict words. <b>RD5.7.</b> Use a basic dictionary and glossary (may be picture dictionary or personal dictionary). <b>RD5.8.</b> Demonstrate use of common inflectional endings, e.g., "s" for plural nouns.	<b>RD5.1.</b> Use base words (e.g., common roots, homophones, homographs). <b>RD5.2.</b> Use classroom resources (content texts, flashcards, etc.). <b>RD5.3.</b> Develop a store of key words (words/pictures/symbols/objects/actions) (words with personal meaning, including environmental print; e.g., mother, father, car, dog, cat, brother, sister). <b>RD5.4.</b> Know several pairs of high-frequency synonyms and antonyms (e.g., up/down, hot/cold, small/little). <b>RD5.6.</b> Use context clues to learn new vocabulary. <b>RD5.7.</b> Use a basic dictionary and glossary (may be picture dictionary or personal dictionary). <b>RD5.8.</b> Demonstrate use of common inflectional endings, e.g., "s" for plural nouns <b>or "ed" for past tense verbs</b> . <b>RD5.9.</b> Demonstrate understanding of common prefixes. <b>RD5.10.</b> Demonstrate understanding of common suffixes. <b>RD5.11.</b> Use meaningful parts to determine word meaning.	<b>RD5.1.</b> Use base words (e.g., common roots, homophones, homographs). <b>RD5.2.</b> Use classroom resources (content texts, flashcards, etc.). <b>RD5.3.</b> Develop a store of key words (words/pictures/symbols/objects/actions) (words with personal meaning, including environmental print; e.g., mother, father, car, dog, cat, brother, sister). <b>RD5.4.</b> Know several pairs of high-frequency synonyms and antonyms (e.g., up/down, hot/cold, small/little). <b>RD5.5.</b> Know high-frequency synonyms and antonyms. <b>RD5.6.</b> Use context clues to learn new vocabulary. <b>RD5.7.</b> Use a basic dictionary and glossary (may be picture dictionary or personal dictionary). <b>RD5.8.</b> Apply common inflectional endings. <b>RD5.9.</b> Demonstrate use of common prefixes. <b>RD5.10.</b> Demonstrate use of common suffixes. <b>RD5.11.</b> Use meaningful parts to determine word meaning. <b>RD5.12.</b> Develop vocabulary by applying knowledge of common roots and prefixes.
<b>ST</b>	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6
<b>FR</b>	I 6d, 1e, K-4	I 6d, 1e, K-4	I 1e, 6d, K-4	I 1e, 6d, K-4

1 Develop and apply skills and strategies to the reading process - - continued				
	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
<b>F</b>	Develop and apply pre-reading strategies to aid comprehension.	Develop and apply pre-reading strategies to aid comprehension.	Develop and apply pre-reading strategies to aid comprehension.	Develop and apply pre-reading strategies to aid comprehension.
<b>Pre-Reading</b>	<b>RP1.1.</b> Attend to pictures in text. <b>RP1.2.</b> Preview text and/or pictures. <b>RP1.3.</b> Demonstrate understanding that pictures/symbols/ objects/actions have meaning. <b>RP1.4.</b> Access prior knowledge. (What do I know? [K-W-L] Informational passages only.) <b>RP1.5.</b> Predict what storybook or article may be about, based on pictures/symbols/ objects/actions.	<b>RP1.1.</b> Attend to pictures in text. <b>RP1.2.</b> Preview text and/or pictures. <b>RP1.3.</b> Demonstrate understanding that pictures/symbols/ objects/actions have meaning. <b>RP1.4.</b> Access prior knowledge. (What do I know? [K-W-L] Informational passages only.) <b>RP1.5.</b> Predict what storybook or article may be about, based on pictures/symbols/ objects/actions, <b>with evidence.</b> <b>RP1.7. Set a purpose for reading. (What do I want to know? [K-W-L] Informational passages only.)</b>	<b>RP1.1.</b> Attend to pictures in text. <b>RP1.2.</b> Preview text and/or pictures. <b>RP1.3.</b> Demonstrate understanding that pictures/symbols/ objects/actions have meaning. <b>RP1.4.</b> Access prior knowledge. (What do I know? [K-W-L] Informational passages only.) <b>RP1.5.</b> Predict what storybook or article may be about, based on pictures/symbols/ objects/actions, with evidence. <b>RP1.7.</b> Set a purpose for reading. (What do I want to know? [K-W-L] Informational passages only.)	<b>RP1.1.</b> Attend to pictures in text. <b>RP1.2.</b> Preview text and/or pictures. <b>RP1.3.</b> Demonstrate understanding that pictures/symbols/ objects/actions have meaning. <b>RP1.4.</b> Access prior knowledge. (What do I know? [K-W-L] Informational passages only.) <b>RP1.5.</b> Predict what storybook or article may be about, based on pictures/symbols/ objects/actions, with evidence. <b>RP1.6. Predict and confirm or reject.</b> <b>RP1.7.</b> Set a purpose for reading. (What do I want to know? [K-W-L] Informational passages only.)
<b>ST</b>	<b>CA 2, 3 1.5 &amp; 1.6</b>	<b>CA 2, 3 1.5 &amp; 1.6</b>	<b>CA 2, 3 1.5 &amp; 1.6</b>	<b>CA 2, 3 1.5 &amp; 1.6</b>
<b>FR</b>	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4	I 1e & h, 4a & g, 6g, II 2d, K-4
<b>G</b>	During reading or read-alouds, develop and utilize strategies.	During reading or read-alouds, develop and utilize strategies.	During reading, develop and utilize strategies.	During reading, develop and utilize strategies.
<b>During Reading</b>	<b>RP2.1.</b> Attend to the reading of the story and to the picture. <b>RP2.2.</b> Predict and check. <b>RP2.3.</b> Check content and process using cueing systems. <b>a.</b> Meaning (content): Does the story/article make sense? <b>b.</b> Structure (process): Recognize repeated words to understand story. <b>c.</b> Visual (content): Do the illustrations correspond with the story?	<b>RP2.1.</b> Attend to the reading of the story and to the pictures. <b>RP2.2.</b> Predict and check. <b>RP2.3.</b> Check content and process using cueing systems. <b>a.</b> Meaning (content): Does the story/article make sense? <b>b.</b> Structure (process): Recognize repeated words to understand story. <b>c.</b> Visual (content): Do the illustrations correspond with the story? <b>RP2.4. Self-question: Who, what, when, where, why, and how?</b> <b>RP2.6. Visualize. (e.g., What does something important in the story or article, not depicted in illustrations, look like?)</b>	<b>RP2.1.</b> Attend to the reading of the story and to the pictures. <b>RP2.3. Predict and check content and process using cueing systems.</b> <b>a.</b> Meaning (content): Does the story/article make sense? <b>b.</b> Structure (process): Recognize repeated words to understand story. <b>c.</b> Visual (content): Do the illustrations correspond with the story? <b>RP2.4.</b> Self-question: Who, what, when, where, why, and how? <b>RP2.6.</b> Visualize. (e.g., What does something important in the story or article, not depicted in illustrations, look like?)	<b>RP2.1.</b> Attend to the reading of the story and to the pictures. <b>RP2.3.</b> Predict and check content and process using cueing systems. <b>a.</b> Meaning (content): Does the story/article make sense? <b>b.</b> Structure (process): Recognize repeated words to understand story. <b>c.</b> Visual (content): Do the illustrations correspond with the story? <b>RP2.4.</b> Self-question: Who, what, when, where, why, and how? <b>RP2.5. Correct. (Why do you think the character did...? What caused this effect?)</b> <b>RP2.6.</b> Visualize. (e.g., What does something important in the story or article, not depicted in illustrations, look like?)
<b>ST</b>	<b>CA 2,3 1.5 &amp; 1.6</b>	<b>CA 2,3 1.5 &amp; 1.6</b>	<b>CA 2,3 1.5 &amp; 1.6</b>	<b>CA 2,3 1.5 &amp; 1.6</b>
<b>FR</b>	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4	I 1e, 6b & f, II 1i, 2d, K-4

1 Develop and apply skills and strategies to the reading process - - continued				
	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
<b>H</b>	Develop and demonstrate post-reading skills after reading or read-alouds to react to text through vocalizations, words, or symbols in order to identify main ideas and supporting details.	Develop and demonstrate post-reading skills after reading or read-alouds to react to text through vocalizations, words, or symbols in order to identify main ideas and supporting details.	Develop and demonstrate post-reading skills after reading or read-alouds to react to text through vocalizations, words, or symbols in order to identify main ideas and supporting details.	Develop and demonstrate post-reading skills after reading or read-alouds to react to text through vocalizations, words, or symbols in order to identify main ideas and supporting details.
	<b>RP3.1.</b> React to story using vocalizations/gestures/words. <b>RP3.2.</b> Question to clarify understanding: Who, what, when, where, and why? <b>RP3.3.</b> Recount basic storyline by using pictures/symbols/objects/actions. <b>RP3.5.</b> Illustrate story by using pictures/symbols/objects/actions. <b>RP3.6.</b> Re-enact story by using pictures/symbols/objects/actions.	<b>RP3.1.</b> React to story using vocalizations/gestures/words. <b>RP3.2.</b> Question to clarify understanding: Who, what, when, where, and why? <b>RP3.3.</b> Recount <b>beginning, middle, and end of story.</b> <b>RP3.4. Identify main idea(s) of nonfiction.</b> <b>RP3.5.</b> Illustrate story by using pictures/symbols/objects/actions. <b>RP3.6.</b> Re-enact story by using pictures/symbols/objects/actions. <b>RP3.7. Reflect. (e.g., Tell, write, or sign one thing you have learned. [nonfiction] Did the character do what you expected? [fiction])</b>	<b>RP3.1.</b> React to story using vocalizations/gestures/words. <b>RP3.2.</b> Question to clarify understanding: Who, what, when, where, and why? <b>RP3.3.</b> Recount beginning, middle, and end of story. <b>RP3.4.</b> Identify main idea(s) of nonfiction. <b>RP3.5.</b> Illustrate story by using pictures/symbols/objects/actions. <b>RP3.6.</b> Re-enact story by using pictures/symbols/objects/actions. <b>RP3.7.</b> Reflect. (e.g., Tell, write, or sign one thing you have learned. [nonfiction] Did the character do what you expected? [fiction]) <b>RP3.8. Draw conclusions. (e.g., Why did something in the story happen? What was the cause of...? Based on information in the article, what is your opinion?)</b>	<b>RP3.1.</b> React to story using vocalizations/gestures/words. <b>RP3.2.</b> Question to clarify understanding: Who, what, when, where, and why? <b>RP3.3.</b> Recount beginning, middle, and end of story. <b>RP3.4.</b> Identify main idea(s) of nonfiction. <b>RP3.5.</b> Illustrate story by using pictures/symbols/objects/actions. <b>RP3.6.</b> Re-enact story by using pictures/symbols/objects/actions. <b>RP3.7.</b> Reflect. (e.g., Tell, write, or sign one thing you have learned. [nonfiction] Did the character do what you expected? [fiction]) <b>RP3.8.</b> Draw conclusions. (e.g., Why did something in the story happen? What was the cause of...? Based on information in the article, what is your opinion?)
<b>ST</b>	<b>CA 2, 3, 1.6 &amp; 3.5</b>	<b>CA 2, 3, 1.6 &amp; 3.5</b>	<b>CA 2, 3, 1.6 &amp; 3.5</b>	<b>CA 2, 3, 1.6 &amp; 3.5</b>
<b>FR</b>	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4	I 1e,3g,4e & f, II 1c,d,f & h, 2d K-4
<b>I</b>	Identify connections.	Identify connections.	Identify <b>and/or explain</b> connections.	Identify and/or explain connections.
	<b>RP4.1.</b> Identify similarities between text ideas and own experiences. <b>RP4.2.</b> Identify differences between text ideas and own experiences.	<b>RP4.1.</b> Identify similarities between text ideas and own experiences. <b>RP4.2.</b> Identify differences between text ideas and own experiences. <b>RP4.3. Identify similarities and differences between fiction and nonfiction (real vs. make-believe).</b> <b>RP4.4. Differentiate text ideas and the real world.</b>	<b>RP4.1.</b> Identify similarities between text ideas and own experiences. <b>RP4.2.</b> Identify differences between text ideas and own experiences. <b>RP4.3.</b> Identify similarities and differences between fiction and nonfiction (real vs. make-believe). <b>RP4.4.</b> Differentiate text ideas and the real world. <b>RP4.5. Respond to and/or explain how text reflects a culture and/or historic timeframe.</b>	<b>RP4.1.</b> Identify similarities between text ideas and own experiences. <b>RP4.2.</b> Identify differences between text ideas and own experiences. <b>RP4.3.</b> Identify similarities and differences between fiction and nonfiction (real vs. make-believe). <b>RP4.4.</b> Differentiate text ideas and the real world. <b>RP4.5.</b> Respond to and/or explain how text reflects a culture and/or historic timeframe. <b>RP4.6. Analyze the relationships between text ideas and the real world.</b>
<b>ST</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 7 1.5, 1.6</b>	<b>CA 2, 3, 7 1.5, 1.6</b>
<b>FR</b>	I 1d, 3a, 4c, d & h, 5a, b 6c, II 1j, K-4	I 1d, 3a, 4c, d & h, 5a, b 6c, II 1j, K-4	I 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4	I 1d, 3a, 4c, d & h, 5a-d, 6c, II 1j, K-4

2 Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times				
	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A	Locate and apply information in title and pictures to aid comprehension.	Locate and apply information in title and pictures to aid comprehension.	Locate and apply <b>specific</b> information in title, pictures, <b>and/or table of contents</b> to aid comprehension.	Locate and apply specific information in title, pictures, and/or table of contents to aid comprehension.
	<b>RC1.1.</b> Locate title. <b>RC1.2.</b> Locate pictures/illustrations. <b>RC1.3.</b> Locate story text.	<b>RC1.1.</b> Locate title. <b>RC1.2.</b> Locate pictures/illustrations. <b>RC1.3.</b> Locate story text. <b>RC1.4.</b> <b>Locate name(s) of author and illustrator.</b> <b>RC1.5.</b> <b>Demonstrate understanding of authorship.</b> <b>RC1.6.</b> <b>Locate page numbers on individual pages.</b>	<b>RC1.1.</b> Locate title. <b>RC1.2.</b> Locate pictures/illustrations. <b>RC1.3.</b> Locate story text. <b>RC1.4.</b> Locate name(s) of author and illustrator. <b>RC1.5.</b> Demonstrate understanding of authorship. <b>RC1.6.</b> Locate page numbers on individual pages.  <b>Identify text features of poetry, fiction, and drama:</b> <b>RC1.8.</b> layout on page for poetry <b>RC1.9.</b> use of quotations in fiction <b>RC1.10.</b> use of dialog in drama	<b>RC1.1.</b> Locate title. <b>RC1.2.</b> Locate pictures/illustrations. <b>RC1.3.</b> Locate story text. <b>RC1.4.</b> Locate name(s) of author and illustrator. <b>RC1.5.</b> Demonstrate understanding of authorship. <b>RC1.6.</b> Locate page numbers on individual pages. <b>RC1.7.</b> <b>Identify parts of books:</b> <b>a.</b> title page <b>b.</b> glossary <b>c.</b> index  Identify text features of poetry, fiction, and drama: <b>RC1.8.</b> layout on page for poetry <b>RC1.9.</b> use of quotations in fiction <b>RC1.10.</b> use of dialog in drama
ST	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6	CA 2, 3 1.5, 1.6
FR	I 1b, g, 2g, K-4	I 1b, g, 2g, K-4	I 1b, g, 2g, K-4	I 1b, g, 2g, K-4
B	Demonstrate understanding of rhythm, rhyme, and alliteration in oral reading of poetry and prose.	Demonstrate understanding of rhythm, rhyme, and alliteration in oral reading of poetry and prose.	Demonstrate understanding of rhythm, rhyme, and alliteration in oral reading of poetry and prose.	Demonstrate understanding of rhythm, rhyme, and alliteration in oral reading of poetry and prose.
	<b>RC2.1.</b> Respond to rhythm, rhyme, and/or alliteration. <b>RC2.2.</b> Attend to sensory details in poetry and prose by indicating appropriate sense.  <b>RC2.4.</b> Indicate rhythm. <b>RC2.5.</b> Match rhyme. <b>RC2.6.</b> Match initial sounds of consonants (e.g., Peter Piper). <b>RC2.7.</b> Imitate rhythm patterns.	<b>RC2.1.</b> Respond to rhythm, rhyme, and/or alliteration. <b>RC2.2.</b> Attend to sensory details in poetry and prose by indicating appropriate sense.  <b>RC2.4.</b> Indicate rhythm. <b>RC2.5.</b> Match rhyme. <b>RC2.6.</b> Match initial sounds of consonants (e.g., Peter Piper). <b>RC2.7.</b> Imitate rhythm patterns.	<b>RC2.1.</b> Respond to rhythm, rhyme, and/or alliteration. <b>RC2.2.</b> Attend to sensory details in poetry and prose by indicating appropriate sense.  <b>RC2.3.</b> <b>Respond to sensory details in poetry and prose by indicating appropriate sense.</b> <b>RC2.4.</b> Indicate rhythm. <b>RC2.5.</b> Match rhyme. <b>RC2.6.</b> Match initial sounds of consonants (e.g., Peter Piper). <b>RC2.7.</b> Imitate rhythm patterns. <b>RC2.8.</b> <b>Identify author's use of rhythm, rhyme, and alliteration in poetry and prose.</b>	<b>RC2.1.</b> Respond to rhythm, rhyme, and/or alliteration. <b>RC2.2.</b> Attend to sensory details in poetry and prose by indicating appropriate sense.  <b>RC2.3.</b> Respond to sensory details in poetry and prose by indicating appropriate sense. <b>RC2.4.</b> Indicate rhythm. <b>RC2.5.</b> Match rhyme. <b>RC2.6.</b> Match initial sounds of consonants (e.g., Peter Piper). <b>RC2.7.</b> Imitate rhythm patterns. <b>RC2.8.</b> Identify author's use of rhythm, rhyme, and alliteration in poetry and prose.
ST	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6	CA 2 1.5, 1.6
FR	I 1i, 5e, K-4	I 1i, 5e, K-4	I 1i, 5e, K-4	I 1i, 5e, K-4

2 Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times - - - continued				
	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
C	Use details from text and/or pictures to identify story elements.	Use details from text and/or pictures to identify story elements.	Use details from text and/or pictures to identify story elements.	Use details from text and/or pictures to identify story elements.
Text Elements	<p><b>RC3.1.</b> Identify characters.</p> <p><b>RC3.3.</b> Identify problem.</p> <p><b>RC3.8.</b> Place events in logical sequence, including beginning and end.</p> <p><b>RC3.9.</b> Make predictions.</p> <p><b>RC3.11.</b> Match the picture(s) that illustrate(s) element(s) of a story (character, setting, etc.).</p>	<p><b>RC3.1.</b> Identify characters.</p> <p><b>RC3.2. Analyze characters (e.g., good/bad, main/minor).</b></p> <p><b>RC3.3.</b> Identify problem.</p> <p><b>RC3.4. Compare text problems with personal experience.</b></p> <p><b>RC3.5. Identify cause and effect.</b></p> <p><b>RC3.6. Identify setting.</b></p> <p><b>RC3.8.</b> Place events in logical sequence, including beginning, <b>middle</b>, and end (<b>plot</b>).</p> <p><b>RC3.9.</b> Make predictions.</p> <p><b>RC3.10. Predict possible solutions, given choices.</b></p> <p><b>RC3.11.</b> Match the picture(s) that illustrate(s) element(s) of a story (character, setting, etc.).</p>	<p><b>RC3.1.</b> Identify characters.</p> <p><b>RC3.2.</b> Analyze characters (e.g., good/bad, main/minor).</p> <p><b>RC3.3.</b> Identify problem.</p> <p><b>RC3.4.</b> Compare text problems with personal experience.</p> <p><b>RC3.5.</b> Identify cause and effect.</p> <p><b>RC3.6.</b> Identify setting.</p> <p><b>RC3.8.</b> Place events in logical sequence, including beginning, middle, and end (plot).</p> <p><b>RC3.9.</b> Make predictions.</p> <p><b>RC3.10.</b> Predict possible solutions, given choices.</p> <p><b>RC3.11.</b> Match the picture(s) that illustrate(s) element(s) of a story (character, setting, etc.).</p>	<p><b>RC3.1.</b> Identify characters.</p> <p><b>RC3.2.</b> Analyze characters (e.g., good/bad, main/minor).</p> <p><b>RC3.3.</b> Identify problem.</p> <p><b>RC3.4.</b> Compare text problems with personal experience.</p> <p><b>RC3.5.</b> Identify cause and effect.</p> <p><b>RC3.6.</b> Identify setting.</p> <p><b>RC3.7. Make basic inferences about setting, characters, and problem. (e.g., If it is snowing in the story, it is probably winter.)</b></p> <p><b>RC3.8.</b> Place events in logical sequence, including beginning, middle, and end (plot).</p> <p><b>RC3.9.</b> Make predictions.</p> <p><b>RC3.10.</b> Predict possible solutions, given choices.</p> <p><b>RC3.11.</b> Match the picture(s) that illustrate(s) element(s) of a story (character, setting, etc.).</p>
ST	CA 2 1.5, 1.6, 3.1, 3.5	CA 2 1.5, 1.6, 3.1, 3.5	CA 2 1.5, 1.6, 3.1, 3.5	CA 2 1.5, 1.6, 3.1, 3.5
FR	I 3b, II 1b & g, ,III 1a, c & I, 2a-f, IV 1f-h, 2b-c, K-4	I 1d, g 3b, c 4a II 1b, d, g, 2a, III 1a, c, h, i, 2a-f, IV 1f-h, 2b-c, K-4	I 1d, g 3b, c 4a II 1b, d, g, 2a, III 1a, c, h, i, 2a-f, IV 1f-h, 2b-c, K-4	I 1d, g 3b, c 4a II 1b, d, g, 2a, III 1a, c, h, i, 2a-f, IV 1f-h, 2b-c, K-4



3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, and technical manuals) from a variety of cultures and times				
	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A	Develop awareness that text features and pictures provide information to support meaning in nonfiction text.	Use information in text features such as pictures, title, and charts to aid comprehension of factual information.	Identify and/or explain information in text features such as pictures, title, and charts to aid comprehension of factual information.	Identify and/or explain information in text features such as pictures, title, and charts to aid comprehension of factual information.
	<b>RC4.1.</b> Attend to pictures in books, magazines, newspapers, and other nonfiction texts for information. <b>RC4.2.</b> Match information in text (read to student as needed) with pictures or charts.	<b>RC4.1.</b> Attend to pictures in books, magazines, newspapers, and other nonfiction texts for information. <b>RC4.2.</b> Match information in text (read to student as needed) with pictures or charts. <b>RC4.3.</b> Use headings to find main ideas. <b>RC4.4.</b> Identify information in practical texts such as phonebooks, menus, recipes, diagrams, graphs, and maps.	<b>RC4.1.</b> Attend to pictures in books, magazines, newspapers, and other nonfiction texts for information. <b>RC4.2.</b> Match information in text (read to student as needed) with pictures or charts. <b>RC4.3.</b> Use headings to find main ideas. <b>RC4.4.</b> Identify information in practical texts such as phonebooks, menus, recipes, diagrams, graphs, and maps. <b>RC4.5.</b> Compare and contrast information found in text features to information found in text.	<b>RC4.1.</b> Attend to pictures in books, magazines, newspapers, and other nonfiction texts for information. <b>RC4.2.</b> Match information in text (read to student as needed) with pictures or charts. <b>RC4.3.</b> Use headings to find information. <b>RC4.4.</b> Identify and/or evaluate information in practical texts such as phonebooks, menus, recipes, diagrams, graphs, and maps. (e.g., Could you make this recipe?) <b>RC4.5.</b> Compare and contrast information found in text features to information found in text. <b>RC4.6.</b> Analyze text features in newspapers and magazines to clarify meaning.
	<b>ST</b> CA 3 1.6	CA 3 1.6	CA 3 1.6	CA 3 1.6
FR	I 2g, II 2f, K-4	I 2g, II 2f, K-4	I 2g, II 2f, K-4	I 2g, II 2f, K-4

### 3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, and technical manuals) from a variety of cultures and times - - continued

	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
<b>C</b>	Demonstrate understanding of nonfiction.	Demonstrate understanding of nonfiction.	Demonstrate understanding of nonfiction.	Demonstrate understanding of nonfiction.
<b>Text Elements</b>	<b>RC5.1.</b> Match ideas in text with words/pictures/symbols/objects/actions.	<b>RC5.1.</b> Match ideas in text with words/pictures/symbols/objects/actions. <b>RC5.2.</b> Develop questions to clarify meaning. <b>RC5.3.</b> Discuss text. <b>RC5.4.</b> Answer questions. <b>RC5.5.</b> Recognize important information. <b>a.</b> Identify main ideas. <b>RC5.9.</b> Make predictions. <b>RC5.10.</b> Sequence: first, last. <b>RC5.11.</b> Make requests/choices in response to information gathered.	<b>RC5.1.</b> Match ideas in text with words/pictures/symbols/objects/actions. <b>RC5.2.</b> Develop questions to clarify meaning. <b>RC5.3.</b> Discuss text. <b>RC5.4.</b> Answer questions. <b>RC5.5.</b> Recognize important information. <b>a.</b> Identify main ideas. <b>b.</b> Identify supporting details. <b>RC5.7.</b> Identify simple cause and effect relationships. <b>RC5.8.</b> Draw conclusions. <b>RC5.9.</b> Make predictions. <b>RC5.10.</b> Sequence: first, next, last. <b>RC5.11.</b> Make requests/choices in response to information gathered.	<b>RC5.1.</b> Match ideas in text with words/pictures/symbols/objects/actions. <b>RC5.2.</b> Develop questions to clarify meaning. <b>RC5.3.</b> Discuss text. <b>RC5.4.</b> Answer questions. <b>RC5.5.</b> Recognize important information. <b>a.</b> Identify main ideas. <b>b.</b> Identify supporting details. <b>RC5.6.</b> Identify author's purpose. <b>RC5.7.</b> Identify simple cause and effect relationships. <b>RC5.8.</b> Draw conclusions. <b>RC5.9.</b> Make predictions. <b>RC5.10.</b> Sequence: first, next, last. <b>RC5.11.</b> Make requests/choices in response to information gathered.
<b>ST</b>	<b>CA 3 1.6, 2.4, 3.5</b>	<b>CA 3 1.6, 2.4, 3.5</b>	<b>CA 3 1.6, 2.4, 3.5</b>	<b>CA 3 1.6, 2.4, 3.5</b>
<b>FR</b>	I 3c, II 1f, III 2e-f, 3a, K-4	I 3c, II 1f, III 2e-f, 3a, K-4	I 3c, II 1f, III 2e-f, 3a, K-4	I 3c, II 1f, III 2e-f, 3a, K-4
<b>D</b>	Understand directions to perform a task.	Understand directions to perform a task.	Understand directions to perform a task.	Understand directions to perform a task.
<b>Understanding Directions</b>	<b>RC6.1.</b> Attend to and/or read a simple pictorial or written direction (e.g., a daily schedule). <b>RC6.2.</b> Follow a simple pictorial or written direction.	<b>RC6.1.</b> Attend to and/or read a simple pictorial or written direction (e.g., a daily schedule). <b>RC6.2.</b> Follow a simple pictorial or written direction (e.g., icons on a cake mix, steps to turn on a computer).	<b>RC6.1.</b> Attend to and/or read a simple pictorial or written direction (e.g., a daily schedule). <b>RC6.2.</b> Follow a simple pictorial or written direction (e.g., icons on a cake mix, steps to turn on a computer, employment-related directions).	<b>RC6.1.</b> Attend to and/or read a simple pictorial or written direction (e.g., a daily schedule). <b>RC6.2.</b> Follow a simple pictorial or written direction (e.g., icons on a cake mix, steps to turn on a computer, employment-related directions).
<b>ST</b>	<b>CA 3 1.5, 1.6</b>	<b>CA 3 1.5, 1.6</b>	<b>CA 3 1.5, 1.6</b>	<b>CA 3 1.5, 1.6</b>
<b>FR</b>	I 3e, K-4	I 3e, K-4	I 3e, K-4	I 3e, K-4

## 1 Apply a writing process in composing text

	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
<b>A</b>	Follow a writing process through words/pictures/symbols/objects/actions.	Follow a writing process through words/pictures/symbols/objects/actions.	Follow a writing process through words/pictures/symbols/objects/actions.	<b>Routinely</b> follow a writing process through words/pictures/ symbols/objects/actions.
<b>Writing Process</b>	<b>WP1.1.</b> Brainstorm ideas and/or make choices regarding writing topics. <b>WP1.4.</b> Use spelling approximations. <b>WP1.5.</b> Generate a draft. <b>WP1.6.</b> Revise draft. <b>WP1.8.</b> Publish or share stories (e.g., share story with a friend, hang picture story on a bulletin board).	<b>WP1.1.</b> Brainstorm ideas and/or make choices regarding writing topics. <b>WP1.2. Explore a variety of graphic organizers and their purposes.</b> <b>WP1.3. Use a simple graphic organizer.</b> <b>WP1.4.</b> Use spelling approximations. <b>WP1.5.</b> Generate a draft. <b>WP1.6.</b> Revise draft. <b>WP1.7. Edit text, including basic beginning and ending, capitalization, and punctuation.</b> <b>WP1.8.</b> Publish or share stories (e.g., share story with a friend, hang picture story on a bulletin board).	<b>WP1.1.</b> Brainstorm ideas and/or make choices regarding writing topics. <b>WP1.2.</b> Explore a variety of graphic organizers and their purposes. <b>WP1.3.</b> Use a simple graphic organizer. <b>WP1.4.</b> Use spelling approximations. <b>WP1.5.</b> Generate a draft. <b>WP1.6.</b> Revise draft. <b>WP1.7.</b> Edit text, including capitalization and punctuation. <b>WP1.8.</b> Publish or share stories (e.g., share story with a friend, hang up picture story on a bulletin board).	<b>WP1.1.</b> Brainstorm ideas and/or make choices regarding writing topics. <b>WP1.2.</b> Explore a variety of graphic organizers and their purposes. <b>WP1.3.</b> Use a simple graphic organizer. <b>WP1.4.</b> Use spelling approximations. <b>WP1.5.</b> Generate a draft. <b>WP1.6.</b> Revise draft. <b>WP1.7.</b> Edit text, including capitalization and punctuation. <b>WP1.8.</b> Publish or share stories (e.g., share story with a friend, hang up picture story on a bulletin board).
ST	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2	CA 1, 4 1.8, 2.1, 2.2
FR	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4	II 1a, 2e, 3c, 4c-e, g-h, & j, III 4c, IV 3a, K-4

## 2 Compose well-developed text using standard English conventions

	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
<b>A</b>	Form (i.e., copy) letters correctly, using left-to-right directionality.	<b>Print letters legibly</b> , using left-to-right, <b>top-to-bottom</b> directionality <b>and correct spacing between letters and words.</b>	Print letters legibly, using left-to-right, top-to-bottom directionality and correct spacing between letters and words.	Print letters legibly, using left-to-right, top-to-bottom directionality and correct spacing between letters and words.
<b>Handwriting</b>	<b>WC1.1.</b> Explore and/or use writing tools (e.g., pencils, keyboard, stamps). <b>WC1.2.</b> Use scribbles or approximations of letters to represent written language. <b>WC1.3.</b> Imitate pre-writing strokes.	<b>WC1.1.</b> Explore and/or use writing tools (e.g., pencils, keyboard, stamps). <b>WC1.2.</b> Use scribbles or approximations of letters to represent written language. <b>WC1.3.</b> Imitate pre-writing strokes. <b>WC1.4. Form uppercase and lowercase letters.</b> <b>WC1.5. Space appropriately between words.</b> <b>WC1.6. Leave margins: right and left, top and bottom.</b>	<b>WC1.1.</b> Explore and/or use writing tools (e.g., pencils, keyboard, stamps). <b>WC1.2.</b> Use scribbles or approximations of letters to represent written language. <b>WC1.3.</b> Imitate pre-writing strokes. <b>WC1.4.</b> Form uppercase and lowercase letters. <b>WC1.5.</b> Space appropriately between words. <b>WC1.6.</b> Leave margins: right and left, top and bottom.	<b>WC1.1.</b> Explore and/or use writing tools (e.g., pencils, keyboard, stamps). <b>WC1.2.</b> Use scribbles or approximations of letters to represent written language. <b>WC1.3.</b> Imitate pre-writing strokes. <b>WC1.4.</b> Form uppercase and lowercase letters. <b>WC1.5.</b> Space appropriately between words. <b>WC1.6.</b> Leave margins: right and left, top and bottom.
ST	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2	CA 1 1.6, 2.2
FR	I 1a, II 6b, IV 3b, K-4	I 1a, II 6b, IV 3b, K-4	I 1a, II 6b, IV 3b, K-4	I 1a, II 6b, IV 3b, K-4

2 Compose well-developed text using standard English conventions - - - continued				
	GRADE K-3	GRADE 3-5	GRADE 6-8	GRADE 9-12
<b>B</b>	Capitalize first letters.	Capitalize first letters.	Capitalize first letters.	Capitalize first letters.
<b>Capitalization</b>	<b>WC2.1.</b> Explore use of capitalization. <b>WC2.2.</b> Capitalize first letters of own first and last names.	<b>WC2.1.</b> Explore use of capitalization. <b>WC2.2.</b> Capitalize first letters of own first and last names. <b>WC2.3.</b> <b>Capitalize personal information.</b> <b>WC2.4.</b> <b>Capitalize names of people, days, and months.</b> <b>WC2.6.</b> <b>Capitalize beginning words of sentences.</b>	<b>WC2.1.</b> Explore use of capitalization. <b>WC2.2.</b> Capitalize first letters of own first and last names. <b>WC2.3.</b> Capitalize personal information. <b>WC2.4.</b> Capitalize names of people, days, and months. <b>WC2.5.</b> <b>Capitalize other proper nouns.</b> <b>WC2.6.</b> Capitalize beginning words of sentences.	<b>WC2.1.</b> Explore use of capitalization. <b>WC2.2.</b> Capitalize first letters of own first and last names. <b>WC2.3.</b> Capitalize personal information. <b>WC2.4.</b> Capitalize names of people, days, and months. <b>WC2.5.</b> Capitalize other proper nouns. <b>WC2.6.</b> Capitalize beginning words of sentences.
<b>ST</b>	<b>CA 1 1.6, 2.2</b>	<b>CA 1 1.6, 2.2</b>	<b>CA 1 1.6, 2.2</b>	<b>CA 1 1.6, 2.2</b>
<b>FR</b>	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4	I 1a, 6a, II 6d, g, K-4
<b>C</b>	Compose text through words/pictures/symbols/objects/actions using correct end punctuation.	Compose text through words/pictures/symbols/objects/actions using correct end punctuation.	Compose text through words/pictures/symbols/objects/actions using correct end punctuation.	Compose text through words/pictures/symbols/objects/actions using correct end punctuation.
<b>Punctuation</b>	<b>WC3.1.</b> Attend to punctuation marks. <b>WC3.2.</b> Identify punctuation marks (. ?). <b>WC3.3.</b> Use punctuation marks (. ?).	<b>WC3.1.</b> Attend to punctuation marks. <b>WC3.2.</b> Identify punctuation marks (. ?). <b>WC3.3.</b> Use punctuation marks (. ?). <b>WC3.4.</b> <b>Use commas in personal information.</b> <b>WC3.5.</b> <b>Compose text using correct end punctuation in interrogative sentences.</b>	<b>WC3.1.</b> Attend to punctuation marks. <b>WC3.2.</b> Identify punctuation marks (. ? !). <b>WC3.3.</b> Use punctuation marks (. ? !). <b>WC3.4.</b> Use commas in personal information <b>and/or dates.</b> <b>WC3.5.</b> Compose text using correct end punctuation in interrogative sentences.	<b>WC3.1.</b> Attend to punctuation marks. <b>WC3.2.</b> Identify punctuation marks (. ? !). <b>WC3.3.</b> Use punctuation marks (. ? !). <b>WC3.4.</b> Use commas in personal information and/or dates. <b>WC3.5.</b> Compose text using correct end punctuation in interrogative sentences.
<b>ST</b>	<b>CA 1 1.6, 2.2</b>	<b>CA 1 1.6, 2.2</b>	<b>CA 1 1.6, 2.2</b>	<b>CA 1 1.6, 2.2</b>
<b>FR</b>	I 6a, II 2i, 4b, 6c, d, g, K-4	I 6a, II 2i, 4b, 6c, d, g, K-4	I 6a, II 2i, 4b, 6c, d, g, K-4	I 6a, II 2i, 4b, 6c, d, g, K-4
<b>E</b>	In writing, use correct spelling.	In writing, use correct spelling.	In writing, use correct spelling.	In writing, use correct spelling.
<b>Spelling</b>	<b>WC4.1.</b> Use correct spelling of own first and last names, and/or personal information. <b>WC4.2.</b> Use phonetic spelling of initial sounds in writing personal information.	<b>WC4.1.</b> Use correct spelling of own first and last names, and/or personal information. <b>WC4.2.</b> Use phonetic spelling of initial sounds in writing personal information. <b>WC4.3.</b> <b>Use phonetic spelling of initial sounds of key words.</b>	<b>WC4.1.</b> Use correct spelling of own first and last names, and/or personal information. <b>WC4.2.</b> Use phonetic spelling of initial sounds in writing personal information. <b>WC4.3.</b> Use phonetic spelling of initial sounds of key words.	<b>WC4.1.</b> Use correct spelling of own first and last names, and/or personal information. <b>WC4.2.</b> Use phonetic spelling of initial sounds in writing personal information. <b>WC4.3.</b> Use phonetic spelling of initial sounds of key words. <b>WC4.4.</b> <b>Use phonetic spelling and/or correct spelling of key words.</b>
<b>ST</b>	<b>CA 1 1.6, 2.1, 2.2</b>	<b>CA 1 1.6, 2.1, 2.2</b>	<b>CA 1 1.6, 2.1, 2.2</b>	<b>CA 1 1.6, 2.1, 2.2</b>
<b>FR</b>	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4	II 3a, 6e, II 2h, K-4
<b>F</b>	In composing text (words/pictures/symbols/objects/actions), write sentences.	In composing text (words/pictures/symbols/objects/actions), write sentences.	In composing text (words/pictures/symbols/objects/actions), write sentences.	In composing text (words/pictures/symbols/objects/actions), write sentences.
<b>Sentence Construction</b>	<b>WC5.1.</b> Use more than one word to convey a thought. <b>WC5.2.</b> Imitate words in sentences.	<b>WC5.1.</b> Use <b>phrases and/or sentences</b> to convey a thought. <b>WC5.2.</b> Imitate words in sentences. <b>WC5.3.</b> <b>Use declarative and/or interrogative sentences.</b>	<b>WC5.1.</b> Use phrases and/or sentences to convey a thought. <b>WC5.2.</b> Imitate words in sentences. <b>WC5.3.</b> Use declarative, interrogative, and/or <b>exclamatory</b> sentences.	<b>WC5.1.</b> Use phrases and/or sentences to convey a thought. <b>WC5.2.</b> Imitate words in sentences. <b>WC5.3.</b> Use declarative, interrogative, and/or exclamatory sentences.
<b>ST</b>	<b>CA 1 1.6, 2.1, 2.2</b>	<b>CA 1 1.6, 2.1, 2.2</b>	<b>CA 1 1.6, 2.1, 2.2</b>	<b>CA 1 1.6, 2.1, 2.2</b>
<b>FR</b>	II 4b, K-4	II 4b, K-4	II 4b, K-4	II 4b, K-4

3 Write effectively in various forms and types of writing				
	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A	<p>Tell and/or write stories about familiar experiences and events using words/pictures/symbols/objects/actions.</p> <p><b>WP2.1.</b> Plan story with a beginning using personal experiences.</p> <p><b>WP2.2.</b> Tell story with three related ideas/phrases.</p> <p>Describe a familiar object and/or person using words/pictures/symbols/objects/actions.</p> <p><b>WP2.9.</b> Attend to descriptions of objects.</p> <p><b>a</b> Explore objects of different colors, shapes, and sizes.</p> <p><b>b</b> Sort objects by physical characteristics (color, shape, and size).</p> <p><b>WP2.10.</b> Use color, shape, and size to describe the object or person.</p> <p><b>WP2.11.</b> Explore sensory details.</p>	<p>Tell and/or write stories about familiar experiences and events using words/pictures/symbols/objects/actions.</p> <p><b>WP2.1.</b> Plan story with a beginning using personal experiences.</p> <p><b>WP2.2.</b> Tell story with three related ideas/phrases, <b>including beginning, middle, and end.</b></p> <p><b>WP2.3. Relate a series of events in chronological order, including beginning and end.</b></p> <p><b>WP2.4. Add details to the middle of a story.</b></p> <p><b>WP2.5. Include a character in a story.</b></p> <p><b>WP2.6. Include a setting in a story.</b></p> <p>Describe a familiar object, person, <b>character, place, and/or event</b> using words/pictures/symbols/objects/actions.</p> <p><b>WP2.9.</b> Attend to descriptions of objects.</p> <p><b>WP2.10.</b> Use color, shape, size, and <b>time</b> to describe the object, person, <b>character, place, and/or event.</b></p> <p><b>WP2.11.</b> Explore sensory details.</p> <p><b>WP2.12. Explore various objects with a variety of sensory details.</b></p> <p><b>WP2.14. Describe differences using color, shape, and size.</b></p>	<p>Tell and/or write stories about familiar experiences and events using words/pictures/symbols/objects/actions.</p> <p><b>WP2.1.</b> Plan story with a beginning using personal experiences.</p> <p><b>WP2.2.</b> Tell story with three related ideas/phrases, including beginning, middle, and end.</p> <p><b>WP2.3.</b> Relate a series of events in chronological order, including beginning and end.</p> <p><b>WP2.4.</b> Add details to the middle of a story.</p> <p><b>WP2.5.</b> Include a character in a story.</p> <p><b>WP2.6.</b> Include a setting in a story.</p> <p><b>WP2.8. Write a story focusing on a single event.</b></p> <p>Describe a familiar object, person, character, place, and/or event using words/pictures/symbols/objects/actions.</p> <p><b>WP2.9.</b> Attend to descriptions of objects.</p> <p><b>WP2.10.</b> Use color, shape, size, and time to describe the object, person, character, place, and/or event.</p> <p><b>WP2.11.</b> Explore sensory details.</p> <p><b>WP2.12.</b> Explore various objects with a variety of sensory details.</p> <p><b>WP2.13. Use sensory details to describe the object, person, character, place, and/or event.</b></p> <p><b>WP2.14.</b> Describe differences using color, shape, and size.</p>	<p>Tell and/or write stories about familiar experiences and events using words/pictures/symbols/objects/actions.</p> <p><b>WP2.1.</b> Plan story with a beginning using personal experiences.</p> <p><b>WP2.2.</b> Tell story with three related ideas/phrases, including beginning, middle, and end.</p> <p><b>WP2.3.</b> Relate a series of events in chronological order, including beginning and end.</p> <p><b>WP2.4.</b> Add details to the middle of a story.</p> <p><b>WP2.5.</b> Include a character in a story.</p> <p><b>WP2.6.</b> Include a setting in a story.</p> <p><b>WP2.7. Include a problem and/or solution in a story.</b></p> <p><b>WP2.8.</b> Write a story focusing on a single event.</p> <p>Describe a familiar <b>and/or unfamiliar</b> object, person, character, place, and/or event using words/pictures/symbols/objects/actions.</p> <p><b>WP2.9.</b> Attend to descriptions of objects.</p> <p><b>WP2.10.</b> Use color, shape, size, and time to describe the object, person, character, place, and/or event.</p> <p><b>WP2.11.</b> Explore sensory details.</p> <p><b>WP2.12.</b> Explore various objects with a variety of sensory details.</p> <p><b>WP2.13.</b> Use sensory details to describe the object, person, character, place, and/or event.</p> <p><b>WP2.14.</b> Describe differences using color, shape, and size.</p>
ST	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1
FR	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4	II 1c, 2b-c, 3a & d, 4a, c & f, III 4d, K-4

### 3 Write effectively in various forms and types of writing - - - continued

	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
<b>C</b>	Express an idea using words/pictures/symbols/objects/actions, including factual information.	Express an idea using words/pictures/symbols/objects/actions, including factual information.	Express an idea using words/pictures/symbols/objects/actions, including factual information.	Express an idea using words/pictures/symbols/objects/actions, including factual information.
<b>Expository and Persuasive Writing</b>	<b>WP3.1.</b> Express wants or needs. <b>WP3.2.</b> Express feelings of pleasure and/or displeasure using words/pictures/symbols/objects/actions.	<b>WP3.1.</b> Express wants or needs. <b>WP3.2.</b> Express feelings of pleasure and/or displeasure using words/pictures/symbols/objects/actions. <b>WP3.3.</b> <b>Record important points in written text or real events that the student has experienced.</b>	<b>WP3.1.</b> Express wants or needs. <b>WP3.2.</b> Express feelings of pleasure and/or displeasure using words/pictures/symbols/objects/actions. <b>WP3.3.</b> Record important points in written text or real events that the student has experienced. <b>a.</b> <b>Provide one or more supporting or descriptive details.</b>  <b>WP3.4.</b> <b>Write directions using words/pictures/symbols/objects/actions.</b> <b>WP3.5.</b> <b>Write an expository text using words/pictures/symbols/objects/actions.</b> <b>a.</b> <b>Provide one main idea in a topic sentence.</b> <b>b.</b> <b>Provide three or more supporting details.</b>  <b>WP3.6.</b> <b>Write a persuasive (why/because) text using words/pictures/symbols/objects/actions.</b> <b>a.</b> <b>Provide one main idea in a topic sentence.</b>	<b>WP3.1.</b> Express wants or needs. <b>WP3.2.</b> Express feelings of pleasure and/or displeasure using words/pictures/symbols/objects/actions. <b>WP3.3.</b> Record important points in written text or real event that the student has experienced. <b>a.</b> Provide one or more supporting or descriptive details.  <b>WP3.4.</b> Write directions using words/pictures/symbols/objects/actions. <b>WP3.5.</b> Write an expository text using words/pictures/symbols/objects/actions. <b>a.</b> Provide one main idea in a topic sentence. <b>b.</b> Provide three or more supporting details.  <b>WP3.6.</b> Write a persuasive (why/because) text using words/pictures/symbols/objects/actions. <b>a.</b> Provide one main idea in a topic sentence.
<b>ST</b>	<b>CA 4 1.8, 2.1</b>	<b>CA 4 1.8, 2.1</b>	<b>CA 4 1.8, 2.1</b>	<b>CA 4 1.8, 2.1</b>
<b>FR</b>	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4	I 3d, II 1d, 2a, c & g, 3a & d, 4f, K-4
<b>D</b>			<b>Write a summary of or retell a short text using words/pictures/symbols/objects/actions.</b>	Write a summary of or retell a short text using words/pictures/symbols/objects/actions.
<b>Summary Writing</b>			<b>WP4.1.</b> Identify the most important parts. <b>WP4.2.</b> Recognize that information has main ideas and supporting details in oral/written texts. <b>WP4.3.</b> Separate the main ideas from supporting details.	<b>WP4.1.</b> Identify the most important parts. <b>WP4.2.</b> Recognize that information has main ideas and supporting details in oral/written texts. <b>WP4.3.</b> Separate the main ideas from supporting details. <b>WP4.4.</b> <b>Using words/pictures/symbols/objects/actions, write the main ideas in summary form.</b>
<b>ST</b>			<b>CA 2, 3, 4 1.6, 2.1</b>	<b>CA 2, 3, 4 1.6, 2.1</b>
<b>FR</b>			II 1a, 2a, 5-8	II 1a, 2a, 5-8

3 Write effectively in various forms and types of writing - - - continued				
	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
E	Identify people and environment when composing text using words/pictures/symbols/objects/actions/scribes.	Identify people and environment when composing text using words/pictures/symbols/objects/actions/scribes.	Develop an awareness of audience and purpose in composing text.	Develop an awareness of audience and purpose in composing text.
Audience and Purpose	<p><b>WP5.1.</b> Identify who the writing is for.</p> <p><b>WP5.2.</b> Identify reason for writing.</p> <p><b>WP5.3.</b> Identify appropriate format (e.g., friendly letters, thank-you notes, lists, messages, journals).</p>	<p><b>WP5.1.</b> Identify who the writing is for.</p> <p><b>WP5.2.</b> Identify reason for writing.</p> <p><b>WP5.3.</b> Identify appropriate format (e.g., friendly letters, thank-you notes, lists, messages, journals).</p> <p><b>WP5.4. Write simple friendly letters, messages, and directions for making or doing something, considering a given audience.</b></p> <p><b>WP5.5. Using words/pictures/symbols/objects/ actions, write notes to self in response to others' interactions.</b></p>	<p><b>WP5.1.</b> Identify who the writing is for.</p> <p><b>WP5.2.</b> Identify reason for writing.</p> <p><b>WP5.3.</b> Identify appropriate format (e.g., friendly letters, thank-you notes, lists, messages, journals).</p> <p><b>WP5.4.</b> Write simple friendly letters, messages, and directions for making or doing something, considering a given audience.</p> <p><b>WP5.5.</b> Using words/pictures/symbols/objects/actions, write notes to self in response to others' interactions.</p> <p><b>a. Provide one main idea in a topic sentence.</b></p>	<p><b>WP5.1.</b> Identify who the writing is for.</p> <p><b>WP5.2.</b> Identify reason for writing.</p> <p><b>WP5.3.</b> Identify appropriate format (e.g., friendly letters, thank-you notes, lists, messages, journals).</p> <p><b>WP5.4.</b> Write simple friendly letters, messages, and directions for making or doing something, considering a given audience.</p> <p><b>WP5.5.</b> Using words/pictures/symbols/objects/actions, write notes to self in response to others' interactions.</p> <p><b>a. Provide one main idea in a topic sentence.</b></p> <p><b>b. Provide one or more supporting details.</b></p>
ST	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1	CA 4 1.8, 2.1
FR	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4	I 6e & i, II 3d, K-4

1 Develop and apply effective listening skills and strategies				
	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A	Attend and listen:	Attend and listen:	Attend and listen:	Attend and listen:
	<div>LS1.1. for enjoyment.</div> <div>LS1.2. for information.</div> <div>LS1.3. to solve problems.</div> <div>LS1.5. for directions to complete a simple task.</div> <div>LS1.6. to identify emotion of verbal and non-verbal communication.</div>	<div>LS1.1. for enjoyment.</div> <div>LS1.2. for information.</div> <div>LS1.3. to solve problems.</div> <div>LS1.5. for directions to complete a simple task.</div> <div>LS1.6. to identify emotion of verbal and non-verbal communication.</div>	<div>LS1.1. for enjoyment.</div> <div>LS1.2. for information.</div> <div>LS1.3. to solve problems.</div> <div>LS1.4. to distinguish fact from fiction.</div> <div>LS1.5. for directions to complete a two- or three-step task.</div> <div>LS1.6. to identify emotion of verbal and non-verbal communication.</div>	<div>LS1.1. for enjoyment.</div> <div>LS1.2. for information.</div> <div>LS1.3. to solve problems.</div> <div>LS1.4. to distinguish fact from fiction.</div> <div>LS1.5. for directions to complete a two- or three-step task.</div> <div>LS1.6. to identify tone, mood, and/or emotion of verbal and non-verbal communication.</div>
ST	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10
FR	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4
B	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions, overcomes distractions).	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions, overcomes distractions).	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions, overcomes distractions).	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions, overcomes distractions).
	<div>LS2.1. Use appropriate body language and facial expressions to indicate reactions (e.g., enjoyment).</div>	<div>LS2.1. Use appropriate body language and facial expressions to indicate reactions (e.g., enjoyment, humor, anger).</div>	<div>LS2.1. Use appropriate body language and facial expressions to indicate reactions (e.g., enjoyment, humor, anger, agreement, disagreement, confusion).</div>	<div>LS2.1. Use appropriate body language and facial expressions to indicate reactions (e.g., enjoyment, humor, anger, agreement, disagreement, confusion).</div>
ST	CA 5, 6 1.5	CA 5, 6 1.5	CA 5, 6 1.5	CA 5, 6 1.5
FR	I 2h, IV 1d, K-4 I	2h, IV 1d, K-4	I 2h, II 5b, III 1c, IV 1d, e, 5-8	I 2h, II 5b, III 1c, IV 1d, e, 5-8



2 Develop and apply effective speaking skills and strategies for various audiences and purposes				
	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A	Share ideas or experiences verbally or using communication systems (e.g., communication boards, computers, switches, eyegaze).	Share ideas or experiences verbally or using communication systems (e.g., communication boards, computers, switches, eyegaze).	Share ideas or experiences verbally or using communication systems (e.g., communication boards, computers, switches, eyegaze).	Share ideas or experiences verbally or using communication systems (e.g., communication boards, computers, switches, eyegaze).
	<b>LS3.1.</b> Use physical means to respond. <b>LS3.2.</b> Respond to stimulus. <b>LS3.3.</b> Obtain attention of others. <b>LS3.4.</b> Indicate choice. <b>LS3.5.</b> Use vocalizations. <b>LS3.6.</b> Use words. <b>LS3.7.</b> Use simple phrases and/or sentences. <b>LS3.8.</b> Initiate interaction with others. <b>LS3.9.</b> Speak audibly.	<b>LS3.1.</b> Use physical means to respond. <b>LS3.2.</b> Respond to stimulus. <b>LS3.3.</b> Obtain attention of others. <b>LS3.4.</b> Indicate choice. <b>LS3.5.</b> Use vocalizations. <b>LS3.6.</b> Use words. <b>LS3.7.</b> Use simple phrases and/or sentences. <b>LS3.8.</b> Initiate interaction with others. <b>LS3.9.</b> Speak audibly. <b>LS3.10.</b> <b>Speak clearly when sharing ideas and asking questions in small and large groups.</b> <b>LS3.11.</b> <b>Use appropriate volume and maintain clear focus and pace.</b> <b>LS3.12.</b> <b>Take turns in conversation.</b>	<b>LS3.1.</b> Use physical means to respond. <b>LS3.2.</b> Respond to stimulus. <b>LS3.3.</b> Obtain attention of others. <b>LS3.4.</b> Indicate choice. <b>LS3.5.</b> Use vocalizations. <b>LS3.6.</b> Use words. <b>LS3.7.</b> Use simple phrases and/or sentences. <b>LS3.8.</b> Initiate interaction with others. <b>LS3.9.</b> Speak audibly. <b>LS3.10.</b> Speak clearly when sharing ideas and asking questions in small and large groups. <b>LS3.11.</b> Use appropriate volume and maintain clear focus and pace. <b>LS3.12.</b> Take turns in conversation.	<b>LS3.1.</b> Use physical means to respond. <b>LS3.2.</b> Respond to stimulus. <b>LS3.3.</b> Obtain attention of others. <b>LS3.4.</b> Indicate choice. <b>LS3.5.</b> Use vocalizations. <b>LS3.6.</b> Use words. <b>LS3.7.</b> Use simple phrases and/or sentences. <b>LS3.8.</b> Initiate interaction with others. <b>LS3.9.</b> Speak audibly. <b>LS3.10.</b> Speak clearly when sharing ideas and asking questions in small and large groups. <b>LS3.11.</b> Use appropriate volume and maintain clear focus and pace. <b>LS3.12.</b> Take turns in conversation.
ST	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6	CA 1, 6 2.1, 2.3, 4.6
FR	II 1e, 3b, e, 5a, c-e, g-h, 6a & h, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4
B	Give simple directions verbally or using communication systems (e.g., communication boards, computers, switches).	Give simple directions verbally or using communication systems (e.g., communication boards, computers, switches).	Give simple directions verbally or using communication systems (e.g., communication boards, computers, switches).	Give simple directions verbally or using communication systems (e.g., communication boards, computers, switches).
	<b>LS4.1.</b> Communicate wants and needs. <b>LS4.2.</b> Identify a task that requires more than one step (e.g., hanging up student's book bag). <b>LS4.3.</b> Identify steps to complete task. <b>LS4.4.</b> Identify that directions are the steps to complete a task.	<b>LS4.1.</b> Communicate wants and needs. <b>LS4.2.</b> Identify a task that requires more than one step (e.g., hanging up student's book bag). <b>LS4.3.</b> Identify steps to complete task. <b>LS4.4.</b> Identify that directions are the steps to complete a task. <b>LS4.5.</b> <b>Show and/or tell the steps to complete a task.</b>	<b>LS4.1.</b> Communicate wants and needs. <b>LS4.2.</b> Identify a task that requires more than one step (e.g., hanging up student's book bag). <b>LS4.3.</b> Identify steps to complete task. <b>LS4.4.</b> Identify that directions are the steps to complete a task. <b>LS4.5.</b> Show and/or tell the steps to complete a task.	<b>LS4.1.</b> Communicate wants and needs. <b>LS4.2.</b> Identify a task that requires more than one step (e.g., hanging up student's book bag). <b>LS4.3.</b> Identify steps to complete task. <b>LS4.4.</b> Identify that directions are the steps to complete a task. <b>LS4.5.</b> Show and/or tell the steps to complete a task.
ST	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3
FR	I 6e, K-4	I 6e, K-4	I 6e, K-4	I 6e, K-4

1 Develop and apply effective research process skills to gather, analyze, and evaluate information				
	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
<b>A</b>	Develop awareness of resources on topics of interest (e.g., videos, Web sites, atlas, picture dictionary).	<b>Find appropriate resources on topics of interest or useful information</b> (e.g., videos, Web sites, atlas, picture dictionary).	<b>Formulate questions and/or identify key words to use to locate resources on topics of interest</b> (e.g., videos, Web sites, atlas, picture dictionary).	Formulate questions and/or identify key words to use to locate resources on topics of interest (e.g., videos, Web sites, atlas, picture dictionary).
Research Plan	<b>IL1.1.</b> Explore and/or develop awareness of a variety of resources.	<b>IL1.1.</b> Explore and/or develop awareness of a variety of resources. <b>IL1.2.</b> Identify purpose of resources.	<b>IL1.1.</b> Explore and/or develop awareness of a variety of resources. <b>IL1.2.</b> Identify purpose of resources. <b>IL1.3.</b> Identify questions. <b>IL1.4.</b> Identify key words.	<b>IL1.1.</b> Explore and/or develop awareness of a variety of resources. <b>IL1.2.</b> Identify purpose of resources. <b>IL1.3.</b> Identify questions. <b>IL1.4.</b> Identify key words.
ST	CA 2, 3 1.1, 1.2	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4
FR	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4
<b>B</b>			<b>Locate information in provided resources to answer questions.</b>	Locate information in provided resources to answer questions.
Acquire Information			<b>IL2.1.</b> Use pictures to identify information. <b>IL2.2.</b> Identify key words to find information.	<b>IL2.1.</b> Use pictures to identify information. <b>IL2.2.</b> Identify key words to find information.
ST			CA 2, 3 1.2, 1.4, 1.6	CA 2, 3 1.2, 1.4, 1.6
FR			I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c & e-f, 3f, III 1e, K-4
<b>C</b>			<b>Identify relevant information and record main ideas and important details in own words.</b>	Identify relevant information and record main ideas and important details in own words.
Record Information			<b>IL3.1.</b> Recognize important information. a. Identify main ideas. b. Identify supporting details.	<b>IL3.1.</b> Recognize important information. a. Identify main ideas. b. Identify supporting details.
ST			CA 2, 3, 4 1.2, 1.8	CA 2, 3, 4 1.2, 1.8
FR			I 3f, IV 1e, K-4	I 3f, IV 1e, K-4
<b>D</b>				<b>Develop awareness through discussion that credit is to be given for others' ideas, images, and information.</b>
Sources Consulted				<b>IL4.1.</b> Identify the author.
ST				CA 4 1.4, 1.7, 1.8, 2.3, 4.4
FR				IV 3d, K-4

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media				
	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A	Identify simple messages conveyed through oral and visual media.	Identify simple messages conveyed through oral and visual media.	Identify <b>and/or explain intended</b> messages conveyed through oral and visual media.	Identify and/or explain intended messages conveyed through oral and visual media.
Media Messages	<b>IL5.1.</b> Attend to oral and/or visual media.	<b>IL5.1.</b> Attend to oral and/or visual media.	<b>IL5.1.</b> Attend to oral and/or visual media. <b>IL5.2. Identify oral and/or visual media.</b> <b>IL5.3. Explain oral and/or visual media.</b>	<b>IL5.1.</b> Attend to oral and/or visual media. <b>IL5.2.</b> Identify oral and/or visual media. <b>IL5.3.</b> Explain oral and/or visual media.
ST	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7
FR	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 5a, II 1a, III 3c, 5-8

